Kindergarten Messenger.

NEW SERIES.

Nos. 7, 8. JULY AND AUGUST, 1877. Vol. I.

TABLE OF CONTENTS.

	PAGE
The Opening of a Kindergarten	97
A May-Day Festival	102
What Books shall we Read? No. 2	104
Dr. Seguin's Report of the Vienna Exhibition	105
The Florence Kindergarten	110
Kindergarten in Milwaukee	113
The Kindergartens of St. Louis	118
Kindergarten in Colorado	121
The Mother's Hymn	122
Song	123
Closing Exercises of the Training Schools	124

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1877.

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SEVERAL advertisements of Training Classes are crowded out of this number, and one has been accidentally mislaid. They are those of

Mrs. A. H. PUTNAM and Miss EDDY, Chicago.
Miss MARWEDEL, Los Angeles, California.
Miss GRAVES, Miss MERRILL, and Miss LELAND, successors of Miss Marwedel, 800 and H Streets, Washington, D.C.
Mrs. LOUISA POLLOCK and Daughter, 308 Eleventh and G Sts., Washington, D.C.

TAKE NOTICE.

The Editor of the KINDERGARTEN MESSENGER *must not be understood as recommending every Training Class advertised on her covers. She only can judge of those she personally knows. But she pledges herself to advertise no wilful imposture or self-conceited substitution of other methods and plans, labelled Fröbel's Kindergarten, of which there are some to be avoided by careful inquiry into their history.*

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KINDERGARTEN MESSENGER.

New Series.

Nos. 7, 8. JULY AND AUGUST, 1877. VOL. I.

THE OPENING OF A KINDERGARTEN.

As many new Kindergartens will doubtless be opened in the fall of this year, I have thought it might be useful to novices in the care of children, if I should describe the opening of one by a lady long experienced in the teaching of little children, at which I was present. I have also had much experience in teaching myself, and I fully appreciated the value of the little talk my friend gave to the children that day; for she thus commanded their associations and guided their imaginations from the beginning, — two things essential to the success of a Kindergarten (in my estimation).

Indeed, it is an admirable plan, whenever a teacher meets with the flock of children for the first time, to have a familiar conversation upon the principles which are to govern their mutual action. A capacity to do this is very rare. It usually requires experience to do it very well; but the theory of it will aid one the very first time.

After receiving the little ones, as one would receive a group of children at a youthful party — indeed, she greeted many of them, as they were brought to her, with the words, "Oh! *you* have come to my little party too;" or, "Have you come to play with me and these other little children? what a pleasant party we will have!" They were all attracted by the little chairs and the low tables, through the centre of which were ranged some beautiful plants, in full bloom, in flower-pots. Each child had one of these in front of it, as it seated itself by invitation at the tables. The plants were duly admired. Some of the children knew the names of many of the flowers; to others they were new. After a few minutes' conversation about them, my friend said, "I suppose all these little children have seen a garden. Have *you* seen one?" she added to a little girl near her. "Yes," was the reply; and many others said, "I have," or "We have a garden," or "We have a great garden."

"Do you know what a Kindergarten is?" — "Mamma said I was coming to a Kindergarten," said the same little girl who answered her before.

"Yes, this is a Kindergarten. 'Kinder' is a word that means children; and you all know what garden means. I have flowers on the table, that grew in my flower-garden; and now I have some children in my Kindergarten, who are to grow with flowers. What are the flowers of the Kindergarten, then?"

No one answered.

After a moment's pause, she said, "I think your mammas (who were still present) know what are the flowers of the Kindergarten."

One child said, "I guess you mean children." — "Yes, I do: you are the flowers of the Kindergarten, — the prettiest, sweetest flowers in the world. And how are you to grow?" — "We grow every day," said one child. — "Yes, you will grow a little larger and a little taller every day, till you have grown up to be men and women. And shall you stop growing then?"

"Yes," was the general reply. — "You will stop growing larger and taller, as the plants do; but when the plants have grown enough, what else do they do?" — "They have flowers."

"And when you have stopped growing larger and taller, what will your flowers be? You will have flowers, too."

No one could tell.

"You will be thinking and doing things all the time; and your thoughts and doings will be your flowers. I hope they will all be beautiful ones, and have a sweet perfume. I hope they will smell as sweet as roses."

This made the children laugh.

"God has given roots to the plants to help them to grow. They suck up food from the ground. We put little seeds into the ground, and some roots grow out of them down into the ground, and leaves and stems grow out of them up into the air. God gives you a head full of thinkers, and they help you to grow."

All the children who were old enough to understand this laughed, and were pleased. We do not know how much of it the little three-year old ones understood; but they looked as if they did.

A ball play was then proposed; the children sitting upon the floor and rolling the balls to each other. After that, they were invited to sit at the tables again; and there was a talk about the color of the red ball, all the other colors being deposited in the basket. The talk was something of this kind.

The children were asked what else they remembered that was of the same color; which brought out the mention of roses, geraniums, pinks, red ribbons and silks, red flannel, &c.

Soon most of the mothers went away, promising to return for the children; and the latter were so much amused that no objection was made to this.

I thought this a very happy beginning. It was perfectly intelligible to all the children, except two or three very small ones, perhaps; but, in my frequent presence in this Kindergarten, I heard this idea of the growth of the children frequently alluded to. The talk was virtually repeated again and again; and one song sung whose words are singularly appropriate to the subject, and easily explained to children, who take *ideas* much oftener and more easily than many people give them credit for doing.

Good morning, glorious sun!
Good morning, glorious sun!
Good morning, glorious sun!
How I love the light of the sun!

God sends his bright spring sun
To melt the ice and snow;
To start the green leaf buds,
And make the flowers grow.

God gives his love to man,
To make his goodness grow;
Let us be sweet like flowers,
That in the garden blow.

Let Love and Thought speed on,
Like sisters, hand in hand,
To spread the goodness round
In all the happy land.*

If a Kindergarten is to be of the full value to children, nothing is more important than how it first strikes them. Some people think it is nothing but a play-time, like other play-times; but this is a great mistake. Care must be taken that it shall make a different impression from other play-times, or else its peculiar value is lost. The true idea is, that the few hours in the day spent in the Kindergarten shall be something apart from the promiscuous — and I may say aimless — recreation of the rest of the day: not that any recreation that is worthy of the name is necessarily aimless; but, in the way children are mismanaged, it is in fact often so. If children are in any way put in relation with nature, — either by being sent out of doors to seek their amusement, or given something to do which will exercise their faculties, — such treatment is educating; but often their play consists in rude tumbling, and preying upon each other. When they have attendants, these are full of devices to keep them contented, and prevent them from troubling their mothers; and these devices are not always good for the children, morally or intellectu-

* See R. W. Emerson's Sonnet, "Love and Thought."

ally. The Kindergarten interval should be each day a poem, as it were, fully and consciously developed in the mind of the teacher before she meets the children: its motions set to beautiful music, its occupations a sequence in her mind. It is, indeed, a religious service for the children, in its adaptation to their wants and capacities; in which kindness to each other, and truth to others and to themselves, are the points of doctrine to be aimed at. The teacher must prepare herself for this service each day with reference to the children she has in hand, under the guidance of the principles of the system. This methodical preparation of herself for her day's work does not necessarily involve any martinet plan of discipline or instruction; but it does involve a sequence of ideas in herself, which, in the administration of her work, will produce a sequence of thought and act in the children.

All rude play (not all joyous play) should be eliminated from the Kindergarten: the precincts should be sacred from it, indeed, at any time. My friend always received the children as she would receive guests, — never forgetting the little affectionate courtesies of reception, — and always parted with them in the same way: so that the proprieties of life were a part of the technical education of the Kindergarten, without the necessity of expending a word of precept upon the subject. Every thing was *lived* in her Kindergarten, not inculcated. Every association was kept sacred. And that this beautiful order which pervaded the place was not oppressive, was proved by the love the children had for her and for the place, by their regret when the time came to close the session, and their often-repeated exclamation, that they wished they could return after dinner, that they did not want any dinner, &c. There was sufficient authority in her presence, and in her mode of dealing with those who were not gentle or courteous in the beginning, to make every thing like opposition melt before her, without any crisis of discipline more severe than conversation. The charm of the occupations won the children to effort and to industry, without any claim being made upon conscience. She was strongly of the opinion, that no intellectual duties should be required of little children, except truth, politeness, and kindness. These involve all childish morality. The spirit of liberty was there, but no spirit of license.

It has been remarked of Kindergartens, that there should be freedom of action enough to insure some misdemeanors for experiment's sake; but, in my friend's case, the spirit of misdemeanor was quelled by a higher sentiment before it came to the surface. It was enough for the children to hear of rebellious childhood in the stories that were told them; and there is no danger that there will not be impulses of the will that will give the emotion of freedom,

even if there is an influence that cancels the expression of it in time for good and polite behavior.

"Oh! my dear, was that polite?" was the severest rebuke I ever heard her give. "Let us have a little talk about that" was the nearest approach to a punishment; for, in the worst cases of aggression, she would draw a child to her side, and say, "I am afraid he will not love you, if you do so;" or, "I can not ask any one to sit by you, for they may be afraid of you." But, generally, the wrong impulse was checked on the spot, in the seat or in the play, without even banishment to another part of the room. The play-ring must come to a stop, the occupation must be suspended, till all are in harmony again, on the principle that a good many people in a room cannot go on doing things together pleasantly, till all are in the same spirit; *i.e.*, understand one another. She sometimes remanded the child to the inward teacher, designated as God within us, and the only ever-present help we have to grow good with; since not even mother or father can enter into us to make us do right. We have the means within ourselves, and must learn to use them. "Order is heaven's first law," and "Liberty is only of the sons of God," were fully understood in that Kindergarten. The Golden Rule was the only rule, and it proved all-sufficing. Whatever else might happen in the day of a child who went to that Kindergarten, those three hours stood out prominent for happiness and for good, — every thing adverse to self-reflection and self-government being eliminated, and no merely extraneous help recognized. I say every thing adverse to self-reflection and self-government eliminated. I do not mean all temptation to doing wrong eliminated; for that cannot be, where human beings exist. Growth is humanity's natural condition; and that involves the idea of imperfection, out of which growth proceeds. The natural warring of the elements of being are a sufficient quarry for error; but the more peacefully strength can be acquired, the better its texture, and life will bring sufficient occasion for testing it. The expression "Paradise of childhood," which has been applied to the Kindergarten, does not mean that human passion, and the strivings with it of the conscience, do not enter it: but that all unnecessary obstacles to the growth of self-government are absent; that careful guidance is provided, and ready help at hand when wanted. The most stubborn wills, the most uncomely selfishness, yield abashed before the ideal of good, kept prominent by happy surroundings and consecutive thinking. Children are capable of understanding great principles, if they are presented with simplicity and acted upon intelligently. There is no earthly discipline to the adult mind so useful or so exacting as to stand in the place of a

guide to trusting, unsuspecting childhood. What the grown-up *do* before children is of infinitely greater weight than what they *say*, if what is said is not *lived* also.

The children were kept conscious of God's presence and omniscience by the words of many of their songs, without the formality of a set prayer or a prescribed attitude. They loved dearly to sing the Lord's prayer in one of its beautiful musical settings, and continually chose, when asked for a song, those that recognize the heavenly Father's love and care, the thought of which is so precious to timid childhood, if it is presented without the terrors of the law. These should be reserved for later needs; and should then be presented, not as arbitrary decrees of a vengeful God, but as gracious laws whose violation brings consequent penalty, growing out of the nature of things. The idea of *law* itself can be exemplified to very young children, by means of Nature's symbols of it. The application will come of itself, as we all may remember in our own consciousness; and it is the anchor upon which the soul rests from the first dawnings of reflection. A MOTHER.

A MAY-DAY FESTIVAL.

DURING the last year, a Kindergarten has been established in the Church Home at Angora, on the Westchester Railroad, a short distance from Philadelphia. In Mrs. Thorpe, we have found a zealous and conscientious kindergartner, who is devoting herself most unselfishly to the development of her pupils; and these twenty-four little ones are already showing the happy results of the system. Tenderness and loving care are softening and drawing from these little orphaned hearts answering love. A sense of the rights of their companions, a desire for "fair play," is repressing their selfish instincts. And as their bodies grow stronger in healthful exercises, and their intellect expands, their little fingers are beginning to acquire that training which will prove the greatest advantage to them when they leave the Home, — the training that will make them skilful artisans or capable servants, — useful and self-supporting members of society.

While attending the usual monthly meeting of our Board, on Tuesday, the 1st of May, I was drawn to the window by a burst of music: —

"The sweet birds are singing from arbor to spray,
And cheerily singing of the merry month of May,
Sing children, sing with me,
Merrily, cheerily!"

The singers were invisible; but a chorus of sweet childish voices bore to my ear the answering words. And, now, the infant procession, which had formed in the Kindergarten room at the back of the house, came winding through the garden paths; and a babbling brook, freed from its icy chains and rejoicing in its liberty; the peach and cherry blossoms, rich in beauty and fragrance; the tender green of the budding forest-trees, and the varying lights and shadows upon the soft grass, — seemed to join with indescribable harmony in the fresh, pure song.

At a distance, the little band, with their uncovered heads and white aprons, looked like a procession of choristers; but on nearer view we saw that it was a May Queen and her Court. A group of little boys went first, strewing the path with blue and white violets and golden butter-cups; then came the Queen, a graceful fair-haired little thing, crowned with flowers of every hue. Two maids-of-honor followed, — chosen, as Mrs. Thorpe told me, not for beauty, though they had sweet, pleasant faces, but because they had entered the lists against themselves, and had come out victors in the good fight.

Still, the pretty army marched on, like well-drilled troops; now widening into a broad phalanx, and then melting by twos into a narrow file, without disordering their ranks. In and out, through the garden paths, forming and reforming, winding and turning, at last they circle about the old oak-tree in the middle of the grass-plot. Here the little soldiers stand still, and the May Song dies away on their lips.

Mrs. Thorpe now opens two baskets, and, as the boys come up to her one by one, to each she gives a little May-pole gay with ribbons, and a bunch of wild flowers. Each boy then selects his partner, gives her the bouquet, and offers her his arm; and thus they march, with slow and stately step, about the old oak-tree, until each boy has his May-pole, and each girl her bouquet. Then suddenly they form a new figure, the boys crossing their poles in the centre, and the girls dancing round them with their flowers in their hands, singing the pretty song published in the last Kindergarten Messenger, "Buttercups and Daisies," set to a lively air. They sway backwards and forwards with lifted arms, as if holding up daisy chains; while the birds and the sunbeams seem to share in the mirth of these innocent little ones.

Bean bags and some other games followed. Afterwards, the simple banquet: sugar-plums, in bright papers of their own cutting, which they distributed to all the inmates of the Home, and to all their guests, with eager generosity. For days they had been cutting these delicate papers, and wrapping the sugar-plums in them

for the festival, "without asking to eat one of them" (their teacher said). Now, as their little hands pressed their treasures upon you, looking down upon their flushed cheeks and sparkling eyes, you saw that it was "more blessed to give than to receive." Afterwards, when baskets of simple cakes were opened by the kindergartner, there was an ample store for all. As many as the little hands and arms could hold were given them, and soon disposed of.

And so the simple May Festival came to a close; but its memory will long linger in the heart of one at least of those who sympathized in its joy. C. F. H.

WHAT BOOKS SHALL WE READ? No. 2.

We have an "embarras de richesses" in the way of books to notice this month. We only attempt to notice those which are valuable for a kindergartner to read.

But first comes "The Reminiscences of Fröbel," which Lee & Shepard, of Boston, have just published, at the instance of the originators of the American Fröbel Society. This book is, from its biographical character, and the conversations of distinguished people of which it is made up, a book to please those who read for entertainment. Yet it is not superficial: it touches the moral and religious depths of the Fröbel science, and indicates the scope of its influence on the whole *education of mankind.* With the Baroness's other book, published by the public-spirited Mr. Bingham, "Education by Work, on Fröbel's principle," the standard library for kindergartners is fairly begun, and we believe the spread of these books will create a demand for Fröbel's three volumes, all of which are translated.

The friends of the new education must exert themselves to call attention to the Reminiscences.

We have received from Dr. Meiklejohn his Inaugural Address, on taking the chair of Professor of the Science of Education in the University of St. Andrews. Now, for the first time, a Professorship of the Science of Education is founded in a University of Great Britain! By recognizing the teacher's profession as important as that of law, medicine, and theology, and of more universal vital importance, an impulse is given to the school education of England like that which Dr. Arnold gave when he became master of Rugby, nearly thirty years ago.

The address is instinct with vital progress in every sentence. It makes a criticism on all the present errors in teaching, and suggests — not in exasperating generals, but in comprehensible particu-

lars — a course of study that every teacher should enter upon at once; forming an admirable sequel to the advice just given by our own Mr. Harris, in his recent lecture at Worcester.

Dr. Meiklejohn's tone is quite in harmony with Mr. Harris's, in its quickening effect on the teacher's self-respect; inspiring him with courage and fervency. We trust that it will be speedily reprinted, in vest-pocket size, to be at hand with its *tonic* in every despondent hour. If it is not republished, we shall make large extracts from it in future Messengers; and, at any rate, give his two pages upon Fröbel's system, of whose spirit he has drunk *deep*.

Our friend, Mr. Bingham, has sent us a little pamphlet of his own composition and compilation, upon "Useful Education," which it would be most desirable to have in the hands of every member of every municipality, whether town or country; and we are glad to see that they can be had for distribution at $2.00 a hundred. We commend it to the consideration of Rev. E. E. Hale and friends, who are petitioning the Common Council of Boston for Industrial and "developing" schools. The *facts* meet the demand of the veriest *Gradgrinds!*

DR. SEGUIN'S REPORT OF THE VIENNA EXHIBITION.

It is an immense misfortune when a wise man publishes an unconscious mistake; because it is mixed up with the utterance of so many truths that the mistake gets currency by the momentum of the association. Every thing Dr. Seguin says of the "physiological school" is quite invaluable to the kindergartner; but he most unfortunately puts it in an antagonistic position to the Kindergarten, because he has no other impression of Fröbel's system than the one obtained by observation in so-called Kindergartens in which the system of Fröbel is done no justice to; for that is the case in the actual Kindergartens of Vienna and Munich, where the artistic manipulation is made the "all in all," while the subjective process in the child is neglected. It was this deterioration and corruption of the Kindergarten that was fast destroying Fröbel's method, which stimulated into existence the Fröbel Stiftung at Dresden, and the Training Schools of Manchester, England, and of London. The genuine Fröbel Kindergarten *is* the "physiological school" Dr. Seguin recommends, — as he would have seen, had he learned the meaning of the word from Fröbel's "Erziehung der Mensch," or the notes of the "Mutter-Spiel und Kose Lieder," both of which are translated into French, though not into English

yet (rather *not published*, for there are translations awaiting a publisher of intelligent courage to venture them).

The main mistake that Dr. Seguin makes is, that he supposes Fröbel meant that the sympathetic duplicate action of the wise mother should be superseded or preceded, by addressing the perceptive organs persistently throughout that period when the brain should be in comparative repose, and the heart's motions ought to be cultivated into habits of kindness and fair-play towards equals in age; and into hope, trust, and willing obedience towards superiors; and quickened into reverent love of a heavenly Father by simple, intelligible music and songs, suggesting that He is the substance of Love, Joy, and Beauty at the heart of all things. For the Kindergarten of Fröbel permits no more *definite* religious instruction than this, — in which Jews, Theists, and all sects of the Church from Roman Catholic Ritualists, to form-denying Quaker, can unite, as the principle of vital religion which shall, perhaps, hereafter blossom, according to individual temperament and circumstances, into various ecclesiastical and non-ecclesiastical forms.

It is plain, from the way in which he describes the Kindergarten of Vienna, without any misgiving, that Dr. Seguin has never seen a Kindergarten of the genuine sort. What he describes is *object teaching;** and not even from objects, but from pictures and *printed* cards of musical notation, the alphabet, &c. He does, indeed, recognize that the kindergartner uses blocks, or lets the child use blocks, to get knowledge of form; but all that he says upon that, on pages 17 and 18, demonstrates that he never saw one lesson of manipulating and examining "the gifts" given by a genuine Fröbel kindergartner; such, for instance, as his neighbor, Mrs. Kraus-Bölte.

Our reason for mentioning this subject, and pointing out the mistake he has made, — not by his fault, but by the fault of the corrupters of Fröbel's Kindergarten, whose work alone he has examined, — is our desire to have practical kindergartners look into all he has said about his proposed "physiological schools," in which he but develops and enlightens by his professional knowledge the methods suggested and practised by Fröbel.

There is, in America, such a feverish tendency to exclusive brain culture, from the prevalent idea that only book culture is education, that kindergartners are continually tempted to overdo the intellectual exercises which, in the Kindergarten era, should be only incidental, and subservient to the *play* of their organs of mind and body (by which these organs are developed).

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* He says (p. 37), "The Kindergartner's aim is only to give object lessons."

The physiological science presented by Dr. Seguin, in whatever he writes, is precious for the education of the kindergartner. The fact that he has acquired it for the special purpose of treating the diseased brain, qualifies him for warning the kindergartner of rocks in the way, which she is to avoid, and to keep her in mind of the fact that the spirits of the little ones that she is guiding into truth, beauty, and power, are *in material limitations*, which are to be carefully observed and humbly respected. Nothing can be desirable and profitable to the mind, in the long run, which is injurious to or dangerous for the body. The body's health is as *sacred* an expression of obedience to the wisdom of God's law as the mind's culture and the heart's purity.

Physiological science is a prerequisite for a kindergartner. It was frightful to us to hear that in a Kindergarten in Columbus, Ohio, a child was kept a whole hour at pricking! It proved the kindergartner imperfectly trained. No child of Kindergarten age should be kept more than ten minutes at *pricking*, nor a whole hour at *any* thing, — not even at modelling its fancies in plastic clay, at which employment children can work longest without detriment to their still delicate, because growing, organs.

In hearing of such things in the Kindergartens of those who cannot be accused of imposture, but are really trying to be Fröbel kindergartners, — but without *sufficient* education, — we are only the more impressed with a sense of our duty to "cry aloud, and spare not," upon the *wickedness* of persons with only a smattering of knowledge undertaking to train kindergartners. We want no better proof of incompetency in a kindergartner, than the frequent instances we hear of those having but the experience of a year or two professing to train kindergartners, and often by mere apprenticeship; which is, at any rate, a very inadequate way. We observe that those who themselves have been trained in a good training school are least liable to this presumptuous sin. In the concurrence and collision of minds that take place in the conversational recitations, and the discussions over the uses and bearings of practical work, the length and breadth and depth of the great work of conserving all the elements of an immeasurable sensibility of soul and force of will, and guiding the development of mind into order, and harmony with nature and God, — is a humility that craves the divine guidance of eternal law, while crying, "Who is sufficient for these things?"

It is generally those who have been educated by apprenticeship themselves, who undertake to train others by apprenticeship; because they have the least idea of what *the book of nature* is, which Fröbel has essayed to teach them to read. I know what the temp-

tation is. The kindergartners are generally dependent for their living on the income of their kindergartens. They can take but a limited number; and people are not yet generally educated to know that they ought to *pay more* for this most critical period of the education of their children than for any other period, and that they should economize on their children's and their own wearing apparel and the furniture of their houses, in order that their children should be clothed upon with the "garments of righteousness," "the beauty of holiness," and their genius be developed. The poor kindergartner is, therefore, tempted to try and get a class to whom she can impart the *modicum* of knowledge she has gained, or to enlarge her Kindergarten by getting pupil teachers, who pay for their training by giving some hours to instruct the older children to read and write, — perhaps prematurely, lest they be taken from the Kindergarten altogether.

How can this great evil be prevented and remedied? The prevention is only to be found in the adequate conception of the subject and the *conscience* of the kindergartners themselves, who will not undertake to do what they have not had the time or experience to qualify themselves for doing. And the remedy, when the thing is done by the presumption of self-conceit or unscrupulous, mercenary greed, can only be that the parents of the children should scrutinize the pretensions and look up the history of the education of the kindergartners.

It is the intention of our Fröbel Society to have, as fast as it is possible, vice-presidents in every State, who shall know and care enough about the principles of the Fröbel reform of education to make themselves acquainted with the competency of *professed trainers*, and so be able to advise parents to ask whether the kindergartners who are soliciting patronage have had an opportunity to study the system. Thus will ignorance be discouraged, and the desire or necessity of getting a living seek less sacred ground for their work than the helplessness of infancy. There is no ground in the universe so sacred as this. It is the court of the Temple of Humanity, and not to be made a place for the money-changers' tables. Hence, ye profane!

The world is not to be redeemed from evil nor the kingdom of heaven come on earth, till the Child, every child — is "received" reverently as the Saviour from sin, and has the chance to "grow in wisdom and stature, and in favor with God and man," subject to righteous parents, in a guarded home, where he can prepare for recognizing the heavenly Father's business when he shall come to maturity. The Kindergarten is the enlargement of home, — a bridge between it and the School which is to take up the child, healthily

developed in all his organs of body and mind, and open on him the treasures of knowledge gained by others, and show him all his relations to nature and life, after the Kindergarten era is over.

The course of his *school* education must be determined by his individual gifts and circumstances; but his education in the Kindergarten is intended to protect that process of life at the beginning which is common to all human beings, irrespective of nationality or the accidental classifications produced by the social conditions into which children are born.

This process, intellectually, is in this order: viz., impression of things; perception of things; memory of things (the passive effect of repetition of perception); spontaneous combination of the remembered perceptions (fancy); comparison, which is the beginning of thinking; conception of the relations of things with the identity of the thinker and among themselves: so that the mind may become an UNDERSTANDING of nature and life; and Conscience, Reason, and Imagination *freely* — that is, self-actively — direct the Will to accomplish the individual destiny. A Fröbel kindergartner, therefore, must first know this process of life in herself, and then in the children she has to educate; and discriminate it from the individualities of activity which play over the surface of the *common* — that is, *universal* — experience. These individualities are not to be *crushed*, but also should not be pampered, or they will become monstrosities and deformities. They will take care of themselves, if tenderly allowed; and give, as they play, spice and charm, over and above the *common* and *social sense*, in which is the essential humanity.

Hence, all through the Kindergarten era, no less than in the nursery, the greatest care should be taken to have impressions agreeable, proportioned to the child's nervous organization, — not too numerous, and as much in rhythmical order as possible, — whether the impressions be on the organs of touch, hearing, or sight, which are developed only by exercise. Dr. Seguin says, in his acute remarks about "the cradle," that it is important that there should be sufficient variety in actual visible and audible surroundings, while not too much variety (which confuses) should be provided. The mother's instinct will direct, at the very first. Alas for those, whether rich or poor, whom mothers cannot themselves take care of *at first!* The kindergartner must remember, also, that the era of impressibility does not cease when perception (which is *active*) begins; and, throughout the era of the Kindergarten, must take care of the environment of the child, who is utterly at the mercy of others in this respect. The Kindergarten should be a light, airy room, furnished with pleasant sights and sounds, pictures comprehensible

and interesting to children,* simple music with strong rhythm,— just variety enough to excite attention, not too much, which distracts and confuses the mind.

A few impressions very often repeated insure clear perceptions. Chaos around children makes them cross; while beauty and order make them sweet-tempered, other things being equal. It takes *time* to perceive. Who, at any period, is not tormented, more than amused, by being hurried through a succession of scenes, or plunged into the medley of an exhibition of pictures? The adult has some power, however, of selecting some things to attend to, and ignoring others: but the child has no choice, and so perceives nothing clearly, and therefore remembers nothing; and, by farther consequence, gets no materials for fancy, which is an act of the mind preceding the understanding (a psychological fact which has been too little considered). Understanding is only developed after comparison, which presupposes foregone perceptions. Whether impressions would stimulate perception without human intervention, it is hard to say, since no child ever lived a day, isolated from other human beings; or whether perceptions could become memories, or memories become fancies and intellectual conceptions; or whether children would begin to compare, or come into understanding of nature, without human help. We know that the process, in point of fact, never goes on uninterruptedly and harmoniously without the help of others, whether consciously or unconsciously given. It is a communion in which both are givers and both receivers, and which is beneficial and happy only when it is not blind; but, on the part of the elder conscientious and intelligent of the child's whole nature, body as well as soul, and to be done for no ulterior end, but as the fulness of life. "The communion of the just" is mutual education forevermore.

We must defer to another issue some valuable extracts from Dr. Seguin's account of his proposed physiological school, which it behooves every kindergartner seriously to ponder.

THE FLORENCE KINDERGARTEN.

While Sophia Smith, of Hatfield, and Mr. Durant, of Boston, were planning for Smith College and for Wellesley, to meet the educational needs of the coming woman, a gentleman of Florence, Mass., with wisest insight into the needs of humanity, was making

* Taylor, in his "Home Education," says pictures in *outline* are best. See that good book.

a study of the educational wants of the coming *babies*. Believing that education begins with the first moment of the soul's susceptibility to outward influences, he saw the beneficence and wisdom of meeting the budding mind at the very threshold of life, and making ready for its natural and happy development.

In January of last year, having secured the co-operation of a mother who had for years made childhood and Fröbel's system of training a searching study, and who possessed most remarkable insight into the needs of childhood, he invited his own children and their neighbors to send their little ones, at such cost as their individual means should warrant, to his parlor, for the morning hours. The news passed from house to house, that a true child-gardener had come among us, who would take our babies, and lovingly and wisely watch and direct their unfolding. When spring came, the children's garden outgrew the private parlor, and was removed temporarily to larger rooms in a public hall, until a permanent building might be provided for it. This occupied the summer and early autumn, and Thanksgiving week found waiting for the children a spacious sunny building, facing the south, designed especially for the Kindergarten, and furnished with every thing needed for its successful operation. The building, 64 × 40 feet, has two stories and an attic, is thoroughly warmed by a furnace, is furnished with cold and with hot water below and above, is carefully ventilated, and has windows so ample that floods of winter sunshine have poured in upon the happy children. A well-warmed and lighted vestibule opens into the one spacious room that occupies the first floor, and which is finished in cheerful chestnut, and adorned with pictures and growing plants. On the north side of the building is a projection in which are cloak and dressing rooms. On entering the large room, in the morning, one finds a circle, formed in the centre of the four chairs occupied by the four kindergartners, and *forty little chairs* with the most expectant expression. At nine o'clock, most of the little ones have come, and, freed from the bondage of winter wraps, are overflowing from finger-tips and toes with exuberant spirits. The music of a parlor organ calls them into line for the march, which leaves each child in front of his chair. A cloudy morning is very apt to suggest their little song, "This is the way the clouds come down;" or the floods of sunshine are sure to set them singing, "The morning bright with rosy light," &c. Then a moment of silence, which to a mature mind looking upon these innocent children must be a moment of sincere aspiration, and to the happy children themselves is yet only a faint prophecy of aspiration, is followed by conversation variously suggested. Sometimes a blossom newly opened furnishes a beau-

tiful theme, or a new picture-book is brought from home, or a dolly comes to Kindergarten. Whatever the subject, there is a free interchange of thought upon it; resulting naturally in a lesson unconsciously learned. After this half hour together, each child takes up his little chair, and marches by the music to his own little table at either end of the room. Two heavy crimson curtains, eight feet apart, in the centre of the room, are quietly drawn, and now we have two pleasant work-shops for our babies; the younger ones separated from their seniors of six or seven years; and all are furnished with occupations suited to their several capacities.

Mothers have been known to say that their children did not need to go to Kindergarten to learn to *play*, seeming to think that the only object of the Kindergarten is to keep the children playing. Many of their exercises, which grown-up people would call play, are as real work to these little ones as any they will grow to in the coming years of house-building or statue-moulding or shirt-making or book-writing. If they make chains of straws and papers, there is a right way of doing it, and only the right way is accepted; if they weave paper mats, the stripes must go over and under according to law; if they embroider their cards with bright worsteds, each stitch must find its appointed place. These occupations are greatly varied, and not long continued; frequently interrupted by songs and games, which draw the curtains aside again, and bring the children together. As much as possible, they are left to themselves in their work and in their play, to act out their own fancies, rather than to make copies of the work of others. Unconsciously to the little ones, their teachers, or more properly gardeners, must see every thing they do, and hear every word they speak, and almost know every thought they think, and yet have the wisdom that prompts a helpful word or a suggestion at just the right moment.

It is possible that to one accustomed to the rigid discipline of our public schools, the freedom of speech and of movement allowed the children in the Kindergarten would seem dangerous disorder. But to the wise kindergartner it is not disorder, but the necessary activity of developing human beings, that leaves hardly more responsibility than birds and flowers. No watchful mother would dare trust her three-year old, or even six-year old, child to a system of training that would repress the inevitable and desirable activity of this tender age. It must be admitted that there is danger of too rapid growth in the Kindergarten, — that the beautiful garden that makes possible the happiest and healthiest development of these seedling men and women, may, almost unconsciously to the devoted and enthusiastic kindergartners, be transformed into the veriest

hot-house. Oh the wisdom, the inspiration, needed by all who have to do with susceptible childhood!

The Florence Kindergarten has not only a well-appointed house, but ample grounds for the little ones; and, when the snow is gone, they find that it has hidden under its warm covering cunning little garden beds, and a pleasant playground, where May and June will bring them many delightful hours.

The Kindergarten work in Florence does not stop with the children; but reaches also to the mothers, and indirectly to the fathers. The first Wednesday afternoon in each month, the mothers meet with the "Kindergarten mother" (as the little ones have named her), to consider the many subjects of interest in connection with the training of children. The interchange of thought and experience in these "mothers' meetings" is of incalculable value. The mothers are invited, also, to give a portion of time each week to assistance in the Kindergarten; and one or two are generally present to assist.

This is a brief outline of the Kindergarten work begun under the most favorable auspices in Florence. Its permanence is assured by the pledge of its wise patron, that the additional funds required to sustain the institution shall be seasonably furnished for such number of children as the Kindergarten building will accommodate. Who can presume to estimate the blessed results that must follow from the happy opportunities of the Kindergarten, for the little children of the village! How sweet will be the gratitude of these little ones grown to a manhood and womanhood, helped to completeness by the beneficence of the Kindergarten's founder!

E. P. B.

KINDERGARTEN IN MILWAUKEE.

Mr. W. N. Hailman is making Milwaukee one of the headquarters of the "New Education." He publishes, at 56 Oneida Street, Milwaukee, Wis., a little monthly for mothers, with this title, which costs only fifty cents a year; and from which, in our previous numbers, we have given articles, hoping to gain for it subscribers all over the Union. He has also begun to publish tracts, — of which he has sent us specimens (one, an interesting account of the St. Louis Kindergartens and their originator; and the other, one of his series of "Letters to a Mother," which were first published in the Chicago "Inter-Ocean"), — all of which are excellent.

Mr. Hailman has had, during the past year, classes for mothers, to whom he has lectured; and has given training to kindergartners; and his wife has had a Kindergarten. We have just had a letter from Miss Alice Chapin, who graduated two years since in the training school, 52 Chestnut Street, Boston, and has had a Kindergarten for two seasons in Indianapolis. She writes at the date of June 21; and we give extracts from her letter, because we value her opinion greatly: —

"I spent last week with the Hailmans in Milwaukee, and visited both their English and their German Kindergartens, which contain over a hundred children (in the Kindergartens and advanced classes); and, at last, I have found an ideal Kindergarten! I am so glad and inspired by it, that I wish to share my joy with you.

"Mrs. Hailman is as pretty as a picture, with blue eyes running over with fun and delight. She has a daughter of eighteen, and so must be older than she looks. She is a fine singer, an excellent scholar, and a model kindergartner. An assistant had the advanced class. She, with two or three teachers Mr. H. has in training, had twenty-nine little ones, from three to six years of age. There was no force, no repression, *seemingly* no restraint; but all was joy and goodness all the morning. . . .

"You know, where others see beauties, I am apt to see faults: so you can faintly judge how I revelled in a Kindergarten where I saw nothing to criticise. . . .

"They have charged but two or three dollars a month! so have not been able to rent a house suitable: at least now they are in the chapel of a church. But they are about to raise $3,000 to build a model Kindergarten house, of three rooms, — one for Kindergarten, one for advanced class, and one for play-room. I feel that this is a step in the right direction. I have been afraid of proposing public Kindergartens, till the school boards and people generally should know more of it, and give it room enough.

"The people in Milwaukee have subscribed $600; but the times are hard, and the Hailmans much too modest to make claims. I never desired to be rich so much in all my life as when they had their meeting. . . . Could you not raise some money, and carry it to them? I want you to go and see them, and speak in a hall, or some large parlors, and raise more money for them. I am sure, when you see how faithfully they are working, how good their work is, and how noble they are, you will be so glad to greet them cordially.

"I went into the German Kindergarten also, whose advanced class is under the care of Mrs. Plœdterll, whose Hoboken address you reprinted in the last Messenger.

"I attended one of Mr. Hailman's lectures to the training teachers, on 'Stories and Story-telling.' It was very valuable to me. His manner of conducting the exercise, the building done by direction to illustrate the story, the direction the criticism took, the kindness with which it was given, — all pleased me.

"He receives whoever comes to study, gives them enough to try them; but has given but two diplomas for Kindergartening. He has trained many nurses. He has pupils now that may be ready in a year or two to teach; and some that he thinks will make good nurses.

"I hope you will visit them. If you do, you will be even more enthusiastic about them than I. A. C."

We were once in Milwaukee: it was seven years ago, when there was no Kindergarten there. Remembering its palatial abodes, and calling to mind the names of its *millionnaires*, we feel as if it would be an insult to carry money to build up its education, even if we could do so, — we cannot. We do not doubt that the $3,000 will be forthcoming. We have just seen in the "School and Home" a monthly for parents and children, published in Milwaukee, December, 1876 — "A Thought on Kindergartens;" which proves that Mr. Hailman has not worked there quite in vain, but that the good seed sown is sprouting. The article begins with an appreciative notice of the "Centennial Kindergarten," and ends with the following paragraphs: —

"Nations are slow to improve; and there is always one to take the lead in every real improvement. It appears that Germany has the laurels in this particular; but America will catch up to her, and finally be ahead in this good undertaking. Kindergartens are mostly private institutions in this country; but St. Louis is an exceptional city. Let us see what she has done and is doing.

"Some time since, a glorious woman, a resident of the above city, whose name is Miss Blow, a lady of fine culture and of wealth, — I hope she has the income of our President, — became a pupil in a Kindergarten of a sister city, for one winter, at the end of which she returned to St. Louis, her home. Here she opened a garden of thirty children, free of cost, and became the teacher in person. At the end of one year, her garden increased to sixty scholars. These she managed by a little help of a couple of girls, who wished to become kindergartners. In the course of time, a few of those children, who had been under the guidance of Miss Blow, found their way into the public school; and their gentle manners, kind dispositions, respectfulness to their schoolmates, quickness of perception, and all

that makes the child lovable, though possessing an individuality of his own, attracted the notice of the school board. After those gentlemen had watched the children, seeing how little trouble they were to the teachers in the public schools, compared with others who had not the benefit of that early training, they concluded to start a Kindergarten in connection with one of the schools, free of charge, and at the public expense. It worked so well that they started another, and another and another, until they had a dozen in working order; and, if I am rightly informed, St. Louis has now eighteen of those children's gardens, daily, in connection with her public schools in different parts of the city.*

"It is said that many a man from the Eastern cities, when choosing a home in the West, makes inquiries, in behalf of his children, concerning facilities of education; and that more than one declined, in early times, to settle in Milwaukee, because our school system was behind that of other cities. It is certain now, however, that we are behind none but St. Louis; but we could blame no one who has a family to bring up, if he should move there in preference to any other city in the Union. Let Milwaukee bear this in mind. Let her remember that men continually move from the country, at a great pecuniary loss, solely that their children may go to our schools; and that there is not so much in a city, or even a nation, as some suppose: we desert both, even our own parents, as soon as we can do better elsewhere. Then, let Milwaukee be, in the future, second to no city in the Union in facilities for teaching our children.

"Let us say a word in behalf of the teachers, — not merely for those of our own city, but all others.

"It is well known that the teachers' task is not an easy one; that too many of them grow nervous, sickly, and unfit for any kind of duty. Those who are laboring ten hours a day want to know what there is about the teachers' task, who have comparatively but few hours' work and but five days a week, to tire them out. If such are told that it is mental strain, they know nothing about it: they have only strained their muscles, and many not even those. I once was told by a good musician, of able body, in good health, and about six feet in height, and of weight in proportion, that he had to give up the violin and take to the piano, because the former tired him out too much. How a man could master an instrument of a thousand pounds, and let another weighing but two pounds master him, was beyond my comprehension, especially as he could play either equally well. Time, however, convinced me of the truth of his statements; for I found that a single solo, lasting but ten or

* She has now, June, 1877, no less than thirty!

fifteen minutes, played on the violin by a performer in Bach's or Theodore Thomas's orchestra, brought the big drops of perspiration down the performer's cheeks, and sometimes exhausted him, and always in proportion to the excellence of the performance. It is that precision of touch of both finger and bow, which the violin demands, that wears on the performer. In other words, it is *care*. The same is experienced in writing a good hand compared to a slovenly one. A copyist can write three times as long carelessly as he can with precision. Let him who is neither a copyist nor a musician take a walk of one mile on a railroad that is built over a marsh, and the sleepers his only path, and he will for once in his life have some faint idea of what is meant by *mental* strain, and will no more ask what it is that wears out our teachers. The only remedy for those who have charge of our public schools is in the Kindergarten, where the sapling can be trained before it becomes rigid in the wrong. What the teacher has to contend with is a wild insubordination. He can select some scholars that are ten times as troublesome as others; and there is little remedy for this until the child is cared for before he is seven or eight years of age.

"What Miss Blow has been instrumental in doing in St. Louis cannot other ladies commence in other cities? Would it not be advisable for the school-board of Milwaukee to pay some attention to our private Kindergartens, and report on the advantages the children who are taught in them have over those who are neglected?

"Milwaukee has certainly her share of kind-hearted, loving, noble, and self-sacrificing women; their work is seen with our orphans, it is seen in the Home of the Friendless, it has been heard of in connection with the Poor Farm, and they have walked even into the station-house to help the criminal, and we do not forget their efforts in the Industrial School. No man nor woman was ever loved or admired for waiting on one's self. The hero is always he who helps to carry another's load. It was that that made the name of Christ, Florence Nightingale, and others everlasting, and will give Miss Blow, of St. Louis, two immortalities, — one in this world among men, and the other with the angels. S."

It is plain, from this extract, that Milwaukee needs no help from abroad. We commend to the notice of its millionnaires the account of the Florence Kindergarten in the current Messenger. Mr. Hailman should have a helper like the patron of that city set on a hill, until the city government learns the lesson St. Louis learned from Miss Blow.

As we write, we receive another number of the "New Education," and want to copy out its good articles into our Messenger. But we will not do this any more, after inserting here an article that was in type for our last issue, but crowded forward into this, for we prefer that our readers should subscribe for the "New Education." This article describes Mr. Hailman's visit to

The Kindergartens in St. Louis.

During the Easter holidays, we had the good fortune to visit the Kindergartens of St. Louis. To the courtesy of Superintendents Harris and Christin, and to the cordial kindness of the Supervisors of kindergartens, Mrs. C. J. Hildreth and Miss C. P. Dozier, we owe a thorough insight into the nature and work of these wonderful institutions. They are, indeed, a success in every sense of the word, these public Kindergartens of St. Louis. In 1836, Fröbel wrote, in an article discussing emigration as a mode to attain his purposes: "We must emigrate to the country that offers all the conditions for the existence of genuine family life, which alone renders the development of pure humanity possible. . . . All those conditions and hopes we find in America; and, for Germans, more especially in North America, and here again in the United States."

To-day, full forty years after the utterance of this prophecy, its realization has become insured. Thanks to the untiring efforts of two noble women, inspired with a philanthropy of rare warmth, unselfishness, intensity, and discernment, the Kindergarten is at last an American institution. More than ten years ago, one of these, Miss Peabody, of Cambridge, Mass. (whose near relationship to Horace Mann is a significant coincidence), began to prepare the way for the new dispensation in the East; and, four years ago, Miss Blow ennobled Western wealth and vigor by taking the first efficient steps for the introduction of Kindergartens in connection with the public schools. It was an undertaking as perilous as it is important: *perilous*, because of the snares which incompetence, pedantry, laziness, and greed are for ever laying for all mass-enterprises, in proportion to their popularity; *important*, because Fröbel's prophecy — which means the growth of pure humanity — can only be realized if his teachings permeate freely into the schools of the people. Miss Blow and her devoted pupils, who have charge of the work, are fully aware of its dangers and of its scope; and, thus far, they have skilfully steered clear of the former, and done full justice to the latter.

St. Louis has now twenty-six Kindergartens, in which over twelve hundred little children enjoy the greatest blessing of which childhood is capable, — the blessing of vigorous, sound, full, all-sided growth. In each of these Kindergartens, the work is directed by a

lady, who has earned this privilege by a thorough and protracted course of theoretical training from Miss Blow and her most tried and most successful pupils; and each of these lady directors has charge of four to six volunteer assistants undergoing a course of training.

The twenty-six Kindergartens are distributed among thirteen schools; one-half holding their sessions in the forenoon, and the other half in the afternoon.

The tuition is free; but each child pays $1.00 per quarter for the use of material, unless the parents declare their inability to meet the demand; in which case, the material, too, is furnished free of charge. 75 per cent of the children pay their quarterly dollar.

The work done at these Kindergartens is all that could be asked under even more favorable circumstances, and allays the fears of friends of kindergartening concerning the sudden and extensive introduction of the system into our public schools. In most of them, I found the true Kindergarten atmosphere, the true spirit of Fröbel. Language is inadequate to describe this; but if you have once felt and appreciated it in its beautiful simplicity, in its life-giving cheerfulness, you will never fail to recognize it whenever and wherever you may chance to meet it. You will see it in the free alacrity with which the children obey, and even anticipate, the wishes of the kindergartener; in the tender sympathy with growing childhood, that endows her words and movements with a strange charm. You can see it in their eager looks, and hear it in their eager words, with which they greet new knowledge or announce new discoveries and inventions; in the generous, unselfish interest which they manifest in the success of their playmates. You will hear it in the cheerful hum of life that proceeds from these growing germs of humanity, — a most beautiful "music of the future." Above all, you will see it in that perfect organic order which is still a mystery to the pedant of the school; which, while it gives full play to the impulses of each individual, does not permit disturbance of the whole: an order as different from the rectilinear, straight-jacket routine of the school as a human being is from a machine, or Life, from Death.

All these manifestations of the Fröbel spirit greeted me, more or less impressively, in all the Kindergartens I visited except one, which stands out in sickening relief, as a warning example of the wretched results to which kindergartening will lead in the hands of the machinist.

The training of kindergartners for the St. Louis public schools is at present in the hands of Mrs. Hildreth and Miss Dozier; both pupils of Miss Blow, and eminently qualified for the work. Mrs. Hildreth conducts the lessons in the gifts and in Fröbel's theory, and

Miss Dozier has charge of the training in the occupations; each devotes one half day in the week to this work. At the same time, the pupils of the training-class are distributed judiciously as regular assistants in the Kindergartens, where they are taught to work by a tried and competent director. One year of such work entitles the pupil to a so-called "practical diploma;" two years, to a "theoretical" diploma, — provided she has proved herself fit for the work, in the opinion of her teachers. The "practical" diploma opens to her the way to a position as paid assistant; but the directors are chosen from among the holders of "theoretical" diplomas.

During the first three years, Miss Blow conducted the training-class; giving instruction the first year to four,* the second year to sixteen, and the third year to forty ladies. The present class is attended by 127 pupils; several of whom are ladies of culture, and destined to do great good in this cause.

We had the good fortune of attending one of the lessons in theory; and we were highly gratified with the character of this work, and with the beautiful spirit that prevailed and held the majority of the pupils captive. It was the true Fröbel spirit of honest search for truth, of generous devotion to the cause of education, of unflinching determination to break with current errors; and, withal, a modesty, an unprejudiced self-criticism, which is the only safeguard against stagnation or retrogression, the surest guarantee of progress.

Thus St. Louis has taken the great step of offering Kindergarten culture to the children of all the people; and, although the Kindergartens are still quite young, — the majority not a year old, — she is beginning to feel their wonderful influence for good. Occasionally a school-trustee, wishing to probe popular sentiment on the subject, says a few words of their cost, and arouses the apprehension of retrenchment; but the storm of indignation, that meets him on all sides, convinces him what a perilous undertaking it would be to rob the people of their Kindergartens.

The primary schools, too, even in districts that have as yet no Kindergartens, are experiencing their influence, not only in the work of their children, but more in the spirit that animates the teachers, and controls their disciplinary work.

There may be quite a struggle yet between the more conventional work of machine-teaching and the new methods, between the inorganic order of the old school and the organic order of the Kindergarten, between the coerced obedience on the one hand and the free obedience on the other; but the earnest spirit of honest reform that

* Twelve?

seems to animate all the departments of public instruction in St. Louis, the energy and good-will of the Kindergartners, and particularly the broad views of those who control this work, augur well for the future, and promise to make the school a "thing of life" before long.

And the people of St. Louis will tell you that Miss Blow is a lady of great wealth; and, all the while, they seem to wonder how it was possible that so much wealth could go hand in hand with so much directly active energy for a good work. Others might have given of their store to establish the Kindergartens, to pay teachers, to endow training-classes; but this noble woman went to work herself, fitted herself in patient toil to become herself a teacher, — a teacher of teachers; so that the great object might not be lost in less devoted hands. Indeed, Miss Blow has greater wealth than the people of St Louis give her credit for: a clear head, a heart full of generous impulses, a will that shrinks from no obstacles. She has given the people more than they seem to thank her for: she has devoted to them her greater wealth, — herself; not what she *has*, but all that she *is*.

They say it was Miss Blow's wealth — meaning her external possessions — that accomplished her triumph. It is false. Has not St. Louis had equally wealthy persons before? Do not other cities boast of ladies equally wealthy and wealthier? Why do these do nothing for their fellow-men? Why do they selfishly expend their store only for the gratification of vain pleasures, or give it begrudgingly for purposes of public good? It is because they lack that greater inner wealth that renders Miss Blow so rich and so efficient: a mind capable of conceiving a high ideal, and a will strong enough to subject even herself to this ideal. It may be that Miss Blow's outer wealth softened the sympathies of people, *made them more willing* to look and listen, and to receive her work with favor; but it was her *work* that *conquered* them.

KINDERGARTEN IN COLORADO.

We have received from this new State the report of the second annual session of the Teacher's Association, meeting at Boulder, Jan. 3 and 4, which gives the most cheering promise of a people to be educated to do justice to their magnificent country, and in which is a very valuable and complete exposition of the principles and method of Fröbel's Kindergarten, by Miss Emma C. Barrett.

This lady, a pupil of Mrs. Ogden (of Worthington, Ohio), went to Colorado more than a year since, for the health of a friend; and, having had a successful experience in Chicago, where she had a Kindergarten at 1000 Michigan Avenue, was persuaded to undertake one in Denver. We congratulate her on making such an impression with it as to be asked to speak in this convention. Her statement covers six finely-printed pages with admirable matter.

The pamphlet is of sixty finely-printed pages. Every paper is valuable, and extremely interesting. Dr. J. B. Grœsbeck's "Welcome" (he is County Superintendent); President Gove's address, covering more than ten pages; two able pages on "Written Work in Schools;" one on "Woman's Place in School;" one on "Uniformity in Course of Study in Country Schools;" one on "Higher Education;" one on "Essential Incentives to Labor;" one on "The Influence of the Newspaper Press upon Education." All these good essays were followed by discussions, and Miss Barrett illustrated the Kindergarten doctrine by giving model exercises on the gifts.

Another friend has sent us the "Colorado Springs Gazette" of June 23d, filled with descriptions of the Colorado Springs and the astonishing scenery; and, among the numerous attractions of this "Garden of the Gods," we find still another, in a paragraph in which it says, "The last step forward is the establishment of a real Kindergarten, a professional, not an amateur school. A graduate of the training school in Boston (probably the best in America), desirous of spending a year at Colorado Springs, offers to establish a Kindergarten in this city the coming fall. . . . The demand for these trained teachers being very great, the city is very fortunate in this opportunity of adding to its attractions that of a *genuine Kindergarten.*"

THE MOTHER'S HYMN.

LORD, who ordainest for mankind
  Benignant toils and tender cares,
We thank thee for the ties that bind
  The mother to the child she bears.

We thank thee for the hopes that rise
  Within her heart as, day by day,
The dawning soul from those young eyes
  Looks with a clearer, steadier ray.

And, grateful for the blessing given,
With that dear infant on her knee,
She trains the eye to look to heaven,
The voice to lisp a prayer to thee.

All gracious! grant to those who bear
A mother's charge, the strength and light
To guide the feet that own their care,
In ways of Love, and Truth, and Right.

WM. CULLEN BRYANT.

SONG.

For the tune, "When the Balaika is heard."

WHEN the summer breezes play
Over the fields;
And the bright blooming mead
Its sweet perfume yields;

Then we will ramble
Down by the brook,
And gather the flowers
From each pretty nook.

Anemones and columbines
Dance in the gale,
And blue and white violets
Grow on hill and dale.

On the bank "forget-me-not"
Traces her blue flowers,
Gazing at the glorious sun
In all the shining hours.

See the little brown nympha,
Just now so shy,
Throw off his dark mantle,
And turn dragon-fly.

Then round and round he flits,
Lighting up the bower
With his gay and gaudy wings,
Like a flying flower.

Domestic Intelligence.

CLOSING EXERCISES OF THE TRAINING SCHOOLS.

We copy from the "Boston Transcript" the following notice of the closing exercises of Mrs. Gardner's school, at which as large an invited audience was present as could be accommodated in her own house:—

On Thursday, June 21, there was a gathering of the parents and friends of the children of Mrs. A. E. Gardner's Kindergarten, at 154 West Concord Street, to witness the closing exercises of her training school for kindergartners. Rev. Messrs. Parkman, Haskell, and Everts were present, besides Dr. Richards and other gentlemen whose names we did not learn.

The front parlor was closely crowded with the audience, and the six ladies who have spent the last seven months in studying the science of Fröbel and the practical art received from the hands of Miss Peabody diplomas testifying to this fact. How thoroughly the instruction had been given, and how faithfully received, was intimated by an essay by one of the young ladies, in which she explained the connection of Fröbel's gifts and occupations, and how they gave means, as it were, for a rehearsal, in miniature, of life as a whole, bringing into activity all the powers. Three other essays were read, one on play as a means of culture, one on the practical aspect of the Kindergarten, and another on the desirableness of the Kindergarten for the poor, who are shut out from the private Kindergartens by their expense, and can only have this needed preparation for school life when the general public shall learn what the private Kindergartens are demonstrating to all who become acquainted with genuine ones. The reading of the two other essays was omitted, not because they were inferior, but for lack of time.

The whole class appeared admirably, so that the parents who were present expressed warmly their feeling that it was a new era for mothers to have such thoughtful helpers for the earnest education of their children. In Miss Peabody's parting address to the young ladies, she urged them to cultivate acquaintance with the mothers of the children, in order to learn from them, as well as to communicate to them, what they had learned. It was plain that the most sacred reverence for their work was assiduously cultivated, and that a true science of education was sought for.

Mr. Parkman, in the course of some congratulatory remarks to the class on their training, which were entirely without any of the tiresome commonplace of such occasions, said he wished the Alder-

men and Common Council could have been present, that they might have been stimulated to accept the plans of the school committee for multiplying public Kindergartens, as the school board of St. Louis had done.

Dr. Richards also said a few words to the same effect, having resided in St. Louis, and therefore had opportunity for observation of Miss Blow's work. It seems that now there are thirty Kindergartens of fifty pupils each, preceding the public schools, which take children not until seven years old. It is found that those who receive the Kindergarten development lead in all the classes of the primary schools, and arrive at the grammar-school stage a year or two before those who have not begun in the Kindergarten.

Dr. Richards's observation convinced him that Kindergarten training was conducive to the health of children, and was especially helpful to nervous children. He had seen, in Mrs. Gardner's Kindergarten, children of nervous, fretful temperament becoming sweet, gentle, and quiet, and this without resorting to harsh measures. Both before and after the readings (between which the ladies themselves performed some of the children's plays, singing the directing songs), the company went into the back parlor, where was exhibited the regular series of work in weaving, sewing, pricking, stick laying, pea work, modelling, &c. This was the *work* of the seven months, prepared as a guide for the instruction of the children, who are never allowed patterns, but to whom a series of connected contrasts, in every Kindergarten material, is *dictated* as a part of every play exercise, the rest of the time allotted to it being left for the children's own invention, which is never found wanting; for the dictated exercises give them the rhythmical law of all invention *experimentally*. The inventions of the ladies also show that it is never too late to *begin* to be spontaneous and creative.

Nothing said, perhaps, was more important than Dr. Richards's strongly expressed opinion that Kindergarten, as conducted by Mrs. Gardner, was positively very health-giving, especially to delicate-nerved children, whom mothers fear can get no good at Kindergarten, because so restless and "troublesome." He had found it a specific cure, and advised the parents around 154 West Concord Street to send their children to Mrs. Gardner, if it were only for their *bodily* health!

THE first normal class for Kindergartners,

IN PHILADELPHIA,

has been taught, the last winter and spring, by Miss RUTH H. BURNETT. Her lucid explanations of Fröbel's system, at the Centennial Kindergarten, in the Great Exhibition, and which she made

impromptu, in answer to questions of eager inquirers, interested by the charming spectacle of her little orphan class, for whom she so evidently had made for the time being a motherly home of mutual love and filial reverence, not unnaturally led to her being engaged by the Society of Friends, at Eighteenth and Race Streets, to add a Kindergarten to their cluster of guarded schools.

And then, quite as naturally, a class of ladies, mostly Friends, gathered to learn of her the truly divine art of *developing* children before they should be sent to a book school, in which she had proved herself an expert, as her daily discourses on the theory and *modus operandi* had proved her an adept in Fröbel's philosophy. The adoption of the Kindergarten as the fundamental grade of these schools will lift them all higher, by making the intellectual life harmonize with the spiritual simplicity of the religious life. As I said in my farewell words to the training class (to whom I repeated the lectures which I am in the habit of giving to the training classes in Boston), "It is a most important incident in the American history of this great reform in the methods of early education, that the Kindergarten system has been accepted by that part of the body of Christ (the Church Universal) which makes it a principle to give a 'guarded education' to their youth, who express by that very phrase Fröbel's meaning of the word *Kindergarten;* and the principle of George Fox, 'to mind the light,' which they apply only to spiritual culture, is a most happy expression of Fröbel's principle of intellectual culture. It is the method of Fröbel's education, whether of ourselves or others, to secure to its subjects orderly arrangements of conditions, with *moments* for silent reflection, opportunity for the light of law reflected from outward things to shine: these are moments of silent worship 'with all the *mind*,' virtually secured for the child."

The habit of conscientiously doing the will of a present Father is especially favorable to the development of a kindergartner, who, as Fröbel says, must "*live with* the children;" that is, "in the unity," as George Fox would phrase it; "become children," as Christ said; acting from the within outward, and not by accident or the mere individual impulse, as animals do.

To make play beautiful and enjoyable by all concerned requires the child to think, — *reflect a little*, — which is the only way to keep playful impulse from being dissipating. To enlighten play with purpose, ever so fanciful, and a method of attaining this end, refines and makes the play impulse educative. Thoughtful play is *art*, of which no animal but man is capable; and it is the high office of the kindergartner to teach that man's prerogative of *art* is the signature of his being indeed the inheritor of the divine nature in its creative power, whereby he enters upon the dominion promised,

when God said, "Let us make man in our own image." It is because man has not *minded the light* of this promise that in this late age of the world we see indeed that life at war with spiritual life, and art in the service of unrighteousness. We are just beginning to see that the true education of man is *concurrence with God* in all spheres of activity. He makes us — if we are willing and intelligent — His instrumentality, — that is, His angels, — for our own blessedness and His glory, which are *one*.

We have received from S. R. a charming account of the closing exercises of this school; but, having unluckily mislaid it, we subjoin an article from the "Philadelphia Press," which appeared the next day, taking the liberty to paraphrase one sentence, to do better justice to Miss Garwood's thought: —

MANY of our readers will remember the sensation of surprise and delight following their first examination of the true Kindergarten system, as exhibited in the pretty building near the Woman's Pavilion, at the Centennial Grounds, last summer; and many have doubtless wondered if that was the beginning and the end of such institutions in this city. The Kindergarten, however, has not vanished into thin air, with myriads of other objects seen during the Centennial; but, like many others, has taken root, and yesterday witnessed the commencement exercises of the Kindergarten Normal Class at the Friends' School-house, Fifteenth and Race Streets. At three o'clock, the hour appointed for the ceremonies, the large school-room was well filled with ladies and gentlemen, who examined with great interest the work, artistically arranged on tables around the room. At a little after three o'clock, the graduating class of eleven young ladies ascended the platform, and took the seats reserved for them and the principal of the school. Miss Burritt stated that the chief object in holding public exercises was to show the handiwork of the pupils, and have explained, through the Normal graduates, the philosophy of Frederic Fröbel's system.

The first graduate introduced was Miss Annie Barnard, who read an interesting essay giving a sketch of the life of Fröbel; his motherless childhood; his longing for some love which would understand his infant needs; his progress as a teacher; his convictions on the subject of the conventional methods of instruction; his slow, laborious perfecting of his new system; his kindly, sympathetic, sensitive nature; his sufferings and sacrifices; and final sinking to rest in that peace which passeth all understanding. Miss Barnard, in speaking of Kindergarten teaching, said that Fröbel's leading idea was to utilize, instead of restrain, the natural activity of children, by allowing their hands and minds to work together; using objects which appeal to the eye and understanding; directing their play so as to lead them into the paths of all higher instruc-

tion, and winning their love by entering with childlike *abandon* into all their joys. The lady spoke at length and most eloquently against the plan of the *so-called* American Kindergarten, as recently explained by its inventor, forcing into innocent minds terrible thoughts of the presence of an evil spirit, ever striving to lead them into temptation and eternal suffering; and said that Fröbel believed human nature, if rightly directed, would find pleasure in only that which is right. The evils of sham Kindergartens, and those which attempt to combine two utterly antagonistic systems in one, were also referred to in vigorous language.

The next essay was by Miss Garwood, who had for her subject the motto engraved on Fröbel's tomb, "Come let us live with our children." She said that, to live with the children, the little ones must be permitted to live out their own lives; and their spontaneity must be caught and directed, not restrained. They should, by association with other children, be accustomed to the laws of a community; and, by appropriate means, be led, in all branches of knowledge with which they came into relation, from the concrete towards the abstract; and be taught to embody this intellectual process inwards, by means of which their understandings would be developed, and their self-activity stimulated.

Mrs. Higgins then read an essay on "The Kindergarten; the Starting-point of every Industry, Science, and Art." She said Fröbel's first principle of development was motion. This acted on the physical and the mental life at the same time, and resulted in the perfect harmony of a sound mind in a sound body.

She then showed how each progressive step made by the little ones in the Kindergarten led, by easy, natural gradation, directly to the fundamental laws of all industries, all sciences, and all arts; and how, by thus early fostering a love for higher education, the great aim of instruction — that of preparing the mind for the reception and analysis of all knowledge gained in after life — was advanced. At the conclusion of the exercises, an hour was spent in explaining the workings of the system to those present, and the assembly dispersed. The next session of the new institution will open on the 10th of September.

There was not time to read more of the essays; but in a future number we shall print Miss Mulford's paper on "The Occupations."

We are sorry not to have a report of the closing exercises of Mrs. Kraus-Boelte's Training Class of thirty-three ladies, which was even more brilliant than usual.

We are very happy to learn that she is appointed to state and exhibit the Kindergarten system at the meeting of the National Convention in Louisville, Ky.

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